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ABSTRACT

This report describes the results (to date) of an ongoing exploratory study of the impact of home day caregivers on the children in their care with specific attention to the nature of the child-caregiver interaction. From in-depth interviews with the caregivers and naturalistic observation, the one factor which emerged as most salient in terms of differentiating the character of the interaction was "occupational self-concept" of the caregiver. The study explored the hypothesis that the more the caregiver perceives an educational and professional view of her role, the greater the likelihood that the caregiver will use a teaching-learning approach with the children. The hypothesis was found to be viable and worthy of further investigation. The report briefly summarizes the intent of a planned research project which developed from the original pilot study, and discusses the major implications for policy and further research. Appendices, which make up approximately half of the document, provides summary descriptions of the caregivers and other project-related materials. (Author/BRT)

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The Impact of the Caregiver in the
Socialization of Young Children in
Home Day Care Settings:
A Case Study, Comparative Approach

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The Impact of the Caregiver in the Socialization of Young Children in Home Day Care Settings

Section I: Introduction

The Background of the Problem

The problem of providing satisfactory child care for pre-school children emerged as a critical one during the 1940's when World War II caused significant numbers of women to become part of the labor force. Since then, societal pressures such as the inflated economy and the push toward equal career opportunities have operated to continually increase the ranks of working women.

Attempts to resolve the issue of providing adequate day care outside of the natural family setting have resulted in the proliferation of a number of day care formats and arrangements, some without any particular pedagogical approach, others with an emphasis on specific pedagogical theories, such as Piaget, Montessori or the "Distar" Program. The "Headstart" day care approach was a response to the need to provide a cognitive thrust at the pre-school years for children who were potentially educationally handicapped. The familiar, private nursery school continues to serve the upper economic levels of the population who prefer a half-day experience with a social and educational focus.

It is, therefore, somewhat surprising that with such a variety of styles and potential resources for child care and pre-school training, the primary source of all out-of-home, non-relative pre-school childcare is the home day care service. According to H.E.W.'s Office of Child Development, about 90 percent of all day care service is provided through the informal or home day care arrangement. A major study in 1971 reported that six million children under the age of six had working mothers, yet the enrollment capacity in all the licensed centers in the United States was only 625,000 children (Keyserling, 1972). Clearly, home day care service comprises a significant portion of the available child care.

What is Home Day Care?

Home day care refers to the regular day (or evening) care of a child or children in the caregiver's home in exchange for a nominal fee. In contrast to the rigid hours and multiple staff of institutional or center day care programs, the home day caregiver arranges her hours with individual parents and is usually the sole adult responsible for the care of the children.

Contrasting day care centers with normal family homes, Prescott (1971) points out that center day care uses the nursery school, rather than the family home, as a model. Although use of the school model facilitates training pre-school children in school-adaptive behaviors, the child's freedom to be emotionally expressive, to be nurtured, and to engage in the individualized behaviors which Prescott observed in normal family living, is limited in the center setting. On the other hand, the day care home, probably a more natural place for accommodating these developmental behaviors, has been viewed over the years as, at best, "nurturant" but mainly "custodial" or lacking any educative component.

Just as there is no uniformity in the adequacy of care and education provided by centers, there are observable differences in the quality of home day care settings--even between those generally rated "excellent." Concerned with the nature of these differences in home day care environments, and curious to explore the statement by Sale (1973, b) that "the key to quality has to do with the family day care mother herself," the authors agreed that the inquiry into day care practices should focus on the impact of this most important person, the caregiver herself. Another important issue in assessing the character of home day care is the presence or absence of an educative component. Motivated to examine these two major aspects, the impact of the caregiver and the possibility of an educative component, an exploratory study of day care in a few selected homes was

designed and conducted. A discussion of results to date of this on-going pilot study is the main focus of this paper.

In addition, the paper will briefly describe the intent of a proposed project stimulated by the pilot research. Finally, an enumeration of some important, unanswered questions raised by the pilot research will conclude this report.

Section II: Home Day Care: An Exploratory Study

A case study, comparative approach, was utilized in the exploratory study to provide an in-depth analysis of the quality of the care and the nature of the interaction between a sample of caregivers and children and provide information useful in generating hypotheses for a larger, more extensive study of home day care.

The caregivers were selected from licensed day care homes, since such homes were more readily accessible and amenable to observation. It was felt that the large number of licensed homes would offer a wide range of factors from which to choose. The investigators worked with the Department of Children and Family Services and selected a group of five key informants from the population of home day caregivers in the Chicago Metropolitan area who were willing to participate and who differed in regard to the following variables: age, race, presence or absence of natural children in the home, and income level. The child/caregiver ratio ranged from 1:1 to 7:1; children were primarily pre-schoolers with a small number of children who attend after school. Children were from families representing a wide range of the economic scale. (See Appendix A for a summary of caregiver and day care home characteristics).

The initial visit consisted of an in-depth open-ended interview with the caregiver which lasted approximately two hours. Two subsequent visits were made to each home to observe the caregiver and children. Naturalistic observation was employed and data were content analyzed.

The purpose in this exploratory study was to focus upon the impact of the caregiver on the socialization of young children within the home day care setting. The one factor which, upon analysis, emerged as salient was defined as "occupational self-concept."

The idea of "self-concept" may be viewed in several ways. One of them has been termed the "behaviorist" approach. The value of this psychological construct of self-concept is its usefulness in "predicting or explaining an individual's behavior under varying environmental stimuli..." (Nobles, 1973). If the work role and place of work are the stimuli being studied, the construct of self-concept may be extended to include the notion of an "occupational" self-concept--that is, the set of feelings, attitudes and beliefs which comprise one's total view of the self in the occupational role. This view, or occupational self-concept, is assumed to influence a person's role or work behavior.

In this study, the authors explored a research notion that the behavioral manifestations of occupational self-concept of home day caregivers might operate as an independent variable. It was observed that caregivers have different "occupational self-concepts" which affect the subsequent caregiver/child interaction. Occupational self-concept is a complex variable incorporating a variety of dimensions. One dimension investigated in this study was the caregivers' views of their educational and professional responsibilities in their occupational roles. One means of tapping such aspects of the occupational self-concept is illuminated by answering, through observation and interviews, these questions:

1. Do the day caregivers value education and training both for themselves and for the children for whom they care?
2. Is there evidence of a desire to improve their own professional status through additional education either formally or informally? (Do they view education as an avenue to mobility?)

3. Is there evidence indicating that the day caregivers view the day care occupation as a profession and themselves as professionals?
4. Do the day caregivers recognize the educative potentials of their roles with young children?

Content analysis of caregiver responses to the open-ended questionnaire was useful in attempting to answer the four questions and derive a picture of the caregivers occupational self-concept. The relevant caregivers dimensions analyzed were:

Caregiver:

- 1) motives and manner of becoming involved in day care
- 2) previous and continuing education and training
- 3) manner of advertising services and obtaining children
- 4) perception of parental role and knowledge
- 5) manner and type of reporting on child's behavior and progress to parent
- 6) description of program given to new parent
- 7) method of planning and scheduling activities
- 8) stated feelings about her occupation
- 9) recommendation of her job to others and to whom
- 10) plans to stay in this profession
- 11) long-term professional goals
- 12) perceived need for supportive services

To the extent that the four questions pertaining to occupational self-concept are answered affirmatively, it is hypothesized that the more likely it will be that the caregiver will use an approach with children which is in line with her own feelings of professional upward mobility and positive feelings about the value and potential of her role. The investigators observed this approach in action, and called it a "teaching-learning approach" to day care. A teaching-learning approach was indicated by the variety and type of stimulus materials used, the

quality and quantity of verbal interaction with the children, and the degree to which the day caregiver created an environment which approximates what can generally be described as a learning environment. To evaluate the extent of a caregiver's teaching-learning approach, the investigators relied upon certain categories of information derived from the observations. These categories are:

1. Using positive reinforcement for developmental and cognitive achievements;
2. Scheduling educational and recreational activities (which prepares children for school routines and insures a varied program);
3. Reading to children, with children, encouraging children to read with one another;
4. Generating inquiry and response through asking and answering questions;
5. Demonstrating activities and learning tasks and identifying and naming objects and concepts;
6. Utilization of a wide variety of toys and materials.

It should be noted that the data were somewhat biased in that each caregiver was willing to be observed. Each home, though different, had its own unique characteristics and appeal. However, the investigators and two independent raters were able to make a comparative ranking of each caregiver for the stated dimensions of "occupational self-concept" and teaching-learning approach. A direct relationship was observed in that caregivers whose occupational self-concepts incorporated a positive educational and professional component also utilized a teaching-learning approach. For purposes of illustration, a comparison of the caregivers representing the highest and lowest ranking will be presented. We will refer to them as Mrs. A and Mrs. E respectively.¹

¹The caregivers were coded A through E with caregivers A and E being the extremes, in terms of the hypothesis. The other caregivers, B, C, and D also demonstrate the hypothesis in varying degrees. They are on a continuum between the extremes. For descriptions of caregivers B, C, and D, see Appendix B.

Mrs. E is Black, between 30 and 40 years old, has some high school education, and is the most well off economically in the sample. She is currently caring for one six year old boy after school and has been self-employed in home day care for seven years. Mrs. A is also Black, between 30 and 40, is a high school graduate, is taking courses in a junior college, and is in the lower middle income bracket. She is currently caring for three pre-schoolers during the mornings, two of whom speak German and have been in the U.S. for about two months.

It is apparent that Mrs. A views her occupational role in a more professional manner than Mrs. E, the woman caring for one child. Mrs. A's occupational self-concept is modeled after the professional pre-school teacher. Mrs. E is less professional and seems to view herself more as a strict but nurturant parent.

Mrs. A highly values education both for herself and the children. She stated that she derives much satisfaction from observing children's progress. She has designed and printed a description of her program, which she advertises in pediatricians' offices, community centers, and newsletters. She feels it is not a good policy to care for a friend's or neighbor's child. Her long-term goals are for expansion of the hours she has children and development of recreational resources and creative activities for her group with other groups of children and adults. Her professional approach is also evident in such aspects as her commitment to the field of early childhood, her continued efforts to master a body of relevant knowledge, her treatment and view of the child's parents, and her concern for professionalizing this occupation both for herself and for others engaged in such work.

On the other hand, Mrs. E does not value education or further training for herself. Although she may view education as important for the children, she does not see it as her task or responsibility. Mrs. E emphasizes the importance of household routines and discipline. At one point she stated that parents do not

give her instructions, "all children are treated the same." This is in contrast to Mrs. A's preoccupation with the developmental level and individual needs of the children. Unlike Mrs. A, she does not advertise her services formally but seeks her day care children from friends and neighbors. She has no long term goals and is not sure if she wants to remain in this job. Though she does view this as a "job", she does not relate to it in a "professional" manner. Therefore, one would expect little utilization of a teaching-learning approach in Mrs. E's home.

Observation of Mrs. E's home reveals that the main activities which take place are eating, cooking, and doing household chores. Her neat, well-furnished apartment has several television sets, at least one of which was always in operation. References to cognitive activities and possible learning situations center around eating food, eating enough, table manners, and cleaning up activities in which the day care child shared responsibilities "like one of the family." A few references were made to what the day care child did in school and, once, he was asked to spell his name. Specific educational activities were not observed and, in fact, there seemed to be no scheduled activities except for meals. Although several questions were asked of the day care child, such questions were generally those requiring a yes or no reply. Rarely did the caregiver's questions refer to learning activities. Instances of reading, encouraging reading, identifying objects and concepts were not observed. Learning skills such as cleaning and household routines are viewed by Mrs. E as basic and important training. Education beyond this is not felt to be part of the day care responsibilities.

For Mrs. A, each category referring to the teaching-learning situation is well-represented. Some of the activities observed were "music-time," dancing, reading, free play, a birthday party, pledge of allegiance, counting, identifying

colors, and outdoor play. Mrs. A utilizes every opportunity and turns it into a "learning activity." She believes it is important that children participate in organized activities. Most activities were directed by the caregiver; even free play was structured by the materials that were made available. All accomplishments were praised, and delinquent behavior was politely squelched. She stressed attention to manners and courtesy to fellow children and guests. Mrs. A appeared to set herself up as a model for the children to follow, and the children seemed to respond enthusiastically. Responding to her professional manner, children were observed to refer to her as "teacher." Thus, Mrs. A's view of herself in her role was a more professional and educational one than Mrs. E's, and her interaction with children, unlike Mrs. E's, was characterized by a teaching-learning approach. (See Appendix C for a detailed comparison of Mrs. A and E on the twelve dimensions of occupational self-concept).

To summarize, from the day caregiver interviews and naturalistic observations of the child/caregiver interaction, the one factor which emerged as most salient in terms of differentiating the character of the interaction, was "occupational self-concept" of the caregiver. The hypothesis that the more the occupational self-concept of the caregiver incorporates an educational and professional view of her role, the greater the likelihood the caregiver will use a teaching-learning approach with the children was explored. It was found to be viable and worthy of further investigation.

Section III: Dimensions for Future Research

Although a perusal of the research in child development reveals many studies pertaining to the mother-child relationship, the effects of schooling on children, and a comparison of day care programs to one another, there are only a few studies which examine certain parameters of home day care service. Few of these attempt to assess the home day caregiver's role in the development and socializa-

tion of children. The exploratory study described here has looked at the caregiver-child interaction and at caregiver attributes as they relate to her use of a teaching-learning approach in the day care setting. With regard to the latter, the occupational self-concept emerged as a variable worthy of further investigation. It is with the hope of further investigating the effect of this variable and other caregiver attributes over time that the authors developed a proposal for a year follow-up study. In addition to pursuing the research notions developed in the exploratory study, a further purpose of the proposal is to implement a training and project services program for caregivers. With the help of agencies and community groups, the program will strive to involve both licensed and unlicensed caregivers in the project. Project funding will begin with the academic year 1975-76. (See Appendix D for abstract of proposal).

There are many other important issues and questions revealed by the pilot study which point to the need for further research, as follows:

1. Is home day care more suitable for some children than group day care?
2. Since home day care environments vary in a number of dimensions, and children have different needs, can we match children to day care settings according to children's needs?
3. How does the caregiver-parent relationship affect the caregiver-child interaction?
4. Would increased awareness of the importance of the day caregiver role, especially in light of the women's movement, enhance the caregivers' occupational self-concept?
5. What should be the role of federal and state government with regard to day care?

Is home day care more suitable for some children than center day care? Research findings such as those of Sheridan (1967), who looked at the benefits of home day care for the children of migrant farm workers, or Johnston (1967), who examined the positive effects of placing emotionally disturbed children with day care "foster grandparents", would indicate that day care in the home might be very

beneficial for children with special needs or handicaps.

The pilot study we have described looked at only one kind of interaction, that between a facet of the caregiver self-concept and the use of the "teaching-learning" approach. There may be a variety of observable, measurable attributes of caregivers which are related to other valuable qualities of home day care environments, such as warmth, nurturance, independence, etc. Moreover, it is possible that one kind of an environment, such as one stressing "warmth and nurturance," rather than a cognitive approach, could be better for certain children. The possible benefits of "matching" children along certain dimensions to particular kinds of day care homes or caregivers is a question to explore. So little is known about what parents or others should look for or try to promote in day care homes, that the possibility of agencies taking a more sophisticated approach to day care placement still remains a remote one. Children cannot choose their own parents, but perhaps research can help parents choose the kind of day care which is optimal for healthy growth and development of their children.

Another question stimulated by the pilot research relates to the impact of the caregiver on the parents of the children. Several caregivers reported giving advice, help, criticism, information, support (and, in the case of a caregiver described earlier, even an occasional evening supper) to the parents. Some caregivers became personal friends with one or both parents. Others seem to become mothers to the child's mother. How do such relationships affect the impact of the caregiver on the child? Conversely, how do the parents--their ideas, standards, and lifestyles--affect the caregiver's ideas? Who changes whom?

Ironically, the caregiver, considered a sub-professional, makes it possible for other women to pursue schooling, obtain full-time skilled or professional employment or simply to have time free of child care. Without the resources the day caregivers afford, the quality of life for many women and families would be

diminished. Edward Zigler, the former head of H.E.W.'s Office of Child Development says he has "spoken to hundreds of women across the country, rich and poor... whose lives have been blighted because they have been unable to find satisfactory day care." (Ms., 1973). Would involvement in the women's movement and increased awareness of the importance to others of their occupational role, improve the self-concept of home day caregivers?

Finally, what should be the role of federal and state governments with regard to day care? Should support be given to proposed measures, such as the Mondale-Brademas Bill, which seeks to increase group day care services and bring them under the jurisdiction and sponsorship of the public school system? Will such emphasis on institutional day care further demean the valuable role of the home day caregiver? Or, will it bring increased prestige to the total concept of day care, thereby raising the status of caregivers, as well as providing new job avenues to the better trained among them?

Whatever may be the immediate result of enactment of legislation about child care, home day care--good or poor, licensed or unlicensed, understood or misunderstood--will undoubtedly continue to be a major factor in the working life of this country. Encouragement of the educational potential of home day care, sophisticated utilization of home day care to better serve children with special needs, and further understanding of the role played by the day caregivers in the lives of children, parents and the community of working women will make us better able to agree with Sale's (1973, a) conclusion that "family day care is alive and well" in America.

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LIST OF APPENDICES

- A. Demographic Characteristics of Day Care Settings
- B. Summary Descriptions of Caregivers B, C and D
- C. A Comparison of Mrs. A and Mrs. E on Twelve Dimensions of Occupational Self-Concept
- D. Educational Services for Home Day Care Subprofessionals:
Project Summary

APPENDIX A

DEMOGRAPHIC CHARACTERISTICS OF DAY CARE SETTINGS

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DEMOGRAPHIC CHARACTERISTICS OF DAY CARE SETTINGS

Caregiver	Sex	Age Range	Race	Marital Status	Natural Children in Day Care Home	Income Level**	Educ. Level	Maximum Number Children*	Current Number Children
A	F	21 - 35	B	Married	0	Lower Middle	Evening College Student	8	3
B	F	21 - 35	W	Married	1	Lower Middle	Evening College Student	5	3
C	F	51 - 65	B	Widowed	0	Lower	High School Graduate	7	2
D1	F	21 - 35	W	Unmarried	0	Lower	Left College Before B.A.	8	7
D2	M	21 - 35	W	Unmarried	0	Lower	Left College Before B.A.	8	7
E	F	35 - 50	B	Married	1 (Adolescent child acts as helper)	High Middle	High School	7	1

*The number of day care children which the DCFS will approve depends upon several factors, such as the space available, number of caregivers or helpers, experience of caregiver, ages of children desired, etc.

**No attempt was made to assign SES rankings to caregivers since this would have involved systematic evaluation of factors such as spouse's income, type of work, level of aspiration and education. The levels given are based on caregiver's self report of current income, home ownership, etc.

APPENDIX B

SUMMARY DESCRIPTIONS OF CAREGIVERS B, C AND D

Summary Description of Caregiver "B"

Female; white-ethnic; age between 21-35; married; husband employed in public service capacity; one own child; high school graduate, currently enrolled in college courses as a part-time student. Owns a modest well-kept home (bungalow); uses kitchen, child's bedroom, enclosed porch-playroom and yard for day care. SES level is roughly lower-middle class.

Caregiver B takes care of two white, pre-school children -- a boy and a girl -- in addition to her own pre-school child. Her motivation to become a day caregiver was primarily due to her wish to be employed, yet stay home with her own child. She is currently enrolled in evening classes at a nearby community college. She gets referrals from friends and neighbors and the Department of Children and Family Services, but does not advertise.

She is in very close communication with parents of day care children and occasionally has social evenings with them. The kinds of things she discusses with parents relate to the child's health, food, naps and some personal concerns of the parent. She feels mothers and fathers have different concerns about children. She observes that fathers seem more worried and guilty over leaving child, whereas mothers seem more matter-of-fact. She will receive and honor specific instructions from parents regarding child's eating, sleeping, medications or special needs.

She feels children act differently when they are with her and with the day care group than with their parents. She reports that the parents complain about naughty behaviors which she does not see in the children when they are in her care, although she was observed as being very gentle with the children, using persuasion as her method of discipline. She expresses great pleasure in being with the children.

Caregiver B has specific routines which accommodate a full and varied schedule. She sees the importance of such activities as having interesting outings, trips to the library, story hour, physical activities (she takes the children to the "Y"), and access to educational materials. The latter she has in plentiful supply and the children were observed to freely choose among a wide variety of toys, books, games and records. She uses TV with moderation, allowing children to watch Bozo Circus, Batman, Popeye and The Three Stooges.

She reports doing some teaching, such as when reading stories, and teaching new skills such as coloring books or using scissors. She was observed to do other teaching and guiding in such activities as selecting and putting on records, selecting a book, moving from one pastime to another and cleaning up and putting things away. In such instruction and in behavior management, Caregiver B uses verbal explanations rather than physical force or coercion, and was observed to consistently compliment and praise learning and skill mastery.

Caregiver B is not sure how long she will remain in the home day care occupation although, she eventually wants to enter a human service field, such as nursing or health care. It is for this reason she has returned to school. She sees day care as rewarding now and as a good way to earn money while remaining at home with her own child. She would never put her child in a day care center and

views home day care as superior. She views her job as one of great responsibility for both the physical, cognitive and social growth and development of the children.

Caregiver B holds education as important for herself and for the children. Inasmuch as she does some actual teaching, praises and encourages learning and skill mastery, provides educational stimulus materials and a variety of opportunities and experiences for physical and educational growth, she may be said to utilize a semi-structured "teaching-learning" approach to day care. The relationship of Caregiver B's occupational self-concept and commitment to education to the nature of her approach to the day care role is in the direction of the hypothesis being explored.

An intriguing observation was noted in this caregiver setting which has alerted the researchers to look at this phenomenon in other settings: This caregiver had selected day care children whose personalities were noticeably different from her own child's. She even expressed the thought that she hoped her son would absorb some of the more gentle and reflective ways of the other children, while she hoped one little boy in her care would benefit from associating with her son, a more vigorous, lively boy. Thus, the researchers were alerted to an implication of the day care selection process, namely, that the day caregiver may pick a new child according to some desired personality trait or gender. For example, she may voluntarily have the daughter or son she did not have naturally, or she may pick a child who has characteristics which she feels she would enjoy in a child of her own.

Summary Description of Caregiver "C"

Female; Black; widowed; age range: 51-65. High school graduate; some classes long ago at the "Y" and community center. Owns 2-flat in somewhat declining neighborhood. Uses diningroom (now converted to playroom), kitchen, hallway, bedroom and small backyard for day care. Modest income apparently based on day care fees, social security, rental, and possibly spouse's pension. Began day care 35 years ago when her own child was an infant; became licensed soon after it became a requirement.

This caregiver currently has two day care children, siblings of apparently mixed racial background. One child is a male toddler whom she cares for all day and the other, his sister, is a child who comes after school. Referrals come from the Department of Children and Family Services and word-of-mouth; she does not advertise. She charges less for day care than other caregivers in the sample, but asks that the parents bring milk and some supplemental food for the children. Her life style is tidy and genteel but clearly reflects attention to budget, although she is by no means ungenerous. In fact, at the time of the first interview, she made a small cake and served it with tea to the observers. However, she seldom used electric lights during the daytime nor did one notice other appliances turned on, as if to limit such expense as much as possible.

Caregiver C communicates with parents at the time of pick-up and by telephone calls from mother during the day, particularly if the child is ill. In contrast to other caregivers, Caregiver C also reports giving advice to parents, often about vital issues concerning the child but even about personal matters which some parents occasionally discuss with her. The heightened focus on her role as advice-giver is undoubtedly related to her seniority and experience, as well as to her own personality.

Caregiver C has accepted children with physical and/or psychological problems. In one instance she reports caring for a child who, when brought to her at age 4, could not walk. Not only did she encourage him to become independent, she also encouraged and helped the mother to seek an appropriate diagnosis of his condition and special schooling for him when he reached school age. She also reports charitable acts such as taking in the child of a young, unwed mother virtually for free in order to "help her find a job and get back on her feet."

This caregiver seems to "mother" the mothers as well as the children in her care. She sees many parents as being unsure of how to raise their children and deprecates that parents display their own problems before children. Although parents may give her specific suggestions about a child's routines, she reports that they usually leave things in her hands. She has fairly specific routines geared primarily around times for snacks, lunch and nap time. Although her child-rearing attitudes are somewhat traditional, she demonstrates an awareness of the need for young children to have variety in diet and activities, and she is aware of their differing needs for structure, affectionate contact, independence and discipline. She plays with the youngsters often, reads, explains, talks conversationally (even to the toddler who gives her his rapt attention), and takes the children outside to the yard and occasionally to the playground nearby.

Given her modest income, Caregiver C has tried to find inexpensive ways to provide toys, books and stimulating materials for the day care children. She welcomes cast-offs which are in good condition and scours resale shops and rummage sales. She has a small collection of toys spanning toddler interests through school age interests. She uses television on a limited basis, sometimes in the late afternoon when the children are waiting to be picked up; she watches along with the children.

Discipline seems to be accomplished mostly through the use of chiding, scolding only if necessary. She threatens to spank after some repetition of offenses but was never observed to have to do so -- her tone of voice being enough to dissuade the offender. Good behavior is rewarded with compliments or affectionate physical contact.

This caregiver was once involved in a program funded by Model Cities for women involved in day care and others who wished to learn more about making things for children. The program provided workshops in crafts, childrens' songs and literature, and childcare. She enjoyed these--apparently for their social contact as well as their educational value--and attended regularly since they were nearby. She expressed a desire to be part of such a program again. It was clear to see, through this caregiver's eyes, the isolation, from adult company, imposed on women involved in home day care. Caregiver C is especially isolated since she not only has children to care for, but is older and less mobile, having no one to drive her or help her take the children places.

Caregiver C is very dedicated to the day care occupation. She views it, however, as a good job for an unskilled woman or an older woman who wants a rewarding and fulfilling way to earn money. She recommends it to those who like children and who wish to "do something useful" with their lives. Her only regret is that day care has such uncertain financial returns--if she loses a child, her income is severely cut back.

Although she does not see her role as primarily educational, Caregiver C is convinced of the benefits of education for the children. She expresses many daydreams about what her bright day care children will be able to achieve when they grow up since they will have the opportunity to be better educated than she is. Although she did not pursue a higher education, given her age and the times in which she lived, the achieving of a high school diploma was a notable accomplishment. She is quite aware of the advances being made by women today and proudly mentioned the rather dynamic business career of the mother of her current day care children as an example of "what women can do these days." One gets the impression that if Caregiver C were younger, she might also actively explore educational and career opportunities not available to her a few decades ago.

With regard to the tentative hypothesis of this study, Caregiver C values education, in the abstract, for herself and her children. She is willing to obtain more training and sees further training as fitting for anyone engaged in childcare, including parents. In spite of what she sees as her own educational limitations, her day care interaction reflects an orientation to education as she reads, explains, sings and demonstrates skills to her children. She does not conceptualize her role as a professional one but sees day care as "useful" and worthwhile to society. Caregiver C could be said to utilize a nurturant, grandmotherly approach to day care in conjunction with a random use of an unstructured teaching-learning approach.

Summary Description of Caregivers "D"

D₁: Female; White; some college; age range: 21-35; unmarried; income based totally on day care.

D₂: Male; White; some college; age range: 21-35; currently employed as musician (part-time, weekends). Income based partly on day care, and on music engagements.

D₁ and D₂ reside in a large, rambling older home in a suburban-type setting, using living room, den, porch and bedroom on first floor, kitchen and bedrooms on second floor, and large yard for day care. These caregivers are members of a cooperative commune.

Caregivers D reside with others in a cooperative commune and succeeded, after some convincing and many repairs and improvements on their house, to have their residence approved as safe for children and to become licensed caregivers. They are proud to have overcome the initial suspiciousness of the bureaucracies with which they had to deal in order to achieve this. They are also pleased to be well thought of in the community in which they live; they have had no trouble getting day care children. These two caregivers are struggling to make a livelihood within the context of the commune. The others work elsewhere but agreed to have the home used for day care and to help out whenever necessary. (Such help was observed frequently, as when others in the household played with children, gave baths, washed hands, etc.) Because Caregiver D₂ had music jobs at night or on weekends and was interested in children, he chose to be co-licensed with D₁. However, D₁, the female caregiver, was the more active member of the team and the one who planned her life around the day care role.

At the time of observation, these caregivers had only been licensed a short while and had just begun formal day care, caring for three male toddlers and four females (two of these after school). They are the only caregivers in the sample who care for a multi-racial group, one child being White, the others Black. The neighborhood in which they live is racially mixed, middle and lower middle class. These caregivers were motivated to enter day care because of the need for funds and because they had begun to babysit quite often for the child of a friend. Whenever this child was in their home, other neighborhood children were attracted to play there until, as they report, the house was "always full of kids anyway." Caregiver D₁ wanted to earn money so that she could contribute to the total household economy but also wanted to remain at home because she is primarily responsible for running the household, preparing meals, etc.

Since being licensed, Caregivers D have received some referrals from the agency (DCFS) and through word-of-mouth. They also advertise in the supermarket and in a local paper.

These caregivers hope to be able to establish good working relationships with parents and feel they will discuss the children's development or offer advice to parents if the parents seem receptive. When parents come to discuss childcare arrangements, the caregivers give them a typed outline of their regulations and a

sample menu describing the type of food the child will receive, a matter which these caregivers hold most important. They believe that children should have organically grown food, no refined sugar (the children are given honey), protein daily, fresh fruit and vegetables and nutritive, home baked breads. This home was undoubtedly one of the superior settings with regard to the provision of well-balanced, delectable snacks and meals.

These caregivers also insist upon a "trial period" with the parents, so that the parents and the caregivers will have an opportunity to evaluate how well the setting is working out for the child. They have invoked this trial period termination once, terminating the participation of three children - a toddler boy and his two older sisters who were cared for on an after-school basis -- even though this greatly reduced their income.

Caregivers D do not see themselves as educators. Although they have both had some college experience and see certain kinds of cultural education as valuable, they tend to reject the idea that education is the pathway to success or personal happiness. They find the pursuit of higher education a dreary prospect and have developed a strong, well-defined alternative philosophy which encompasses their goals within the commune, their attempt to live independently and healthfully, and the need to cultivate what they consider appropriate skills and talents.

Caregivers D do feel they have some valuable training in life-skills which they offer children. They believe, for example, that children need to be taught to be more independent and self sufficient than their parents typically allow them to be. They believe that children can accomplish more in areas such as cooking, baking, helping with household chores and with other kinds of tasks than parents realize and these caregivers give children encouragement and the opportunity to learn these skills. Another major concern of these caregivers is to develop a group feeling among the children. To this end, cooperation and sharing are stressed. Praise is given for accomplishments in skills, for independence (learning to negotiate up or down stairs alone, for example) and for cooperation.

Activities in the day care household were not routinized at the time of observation. This was due in part to the newness of the group and the variation in age of the children. Caregiver D₁ had hoped to organize around snacks, lunch and naps, but discovered that naptime varied for the different children. Things seemed somewhat hectic but this will surely change with time as caregivers (and children) gain in experience. These caregivers do not believe in force or physical punishment and discipline is handled, when persuasion or distraction fails, by separation of the offender from the group.

Activities appropriate for seven children of an age range from 14 months to about 8 years are also difficult to plan, particularly since these caregivers cannot afford to buy many toys and books. Older children are observed playing with younger ones, but very often older ones will initiate television watching and younger ones will gravitate to this, much to the dismay of Caregiver D₁. (Only Sesame Street is permitted.) Toddlers play with "home-made" toys (spools, plastic bottles, etc.) and older children are involved in real life pastimes such as learning to set the table or knead bread. The caregivers hope to involve

the children in an appreciation of music. They report that they often lead the children in singing and dancing. Although the children play in the yard during good weather, the caregivers do not take trips with the entire group.

The caregivers were not specific about their future goals with regard to careers. Caregiver D₁ feels that she likes day care and that it is a good way to make money. She expresses a need for help in the form of advice, materials or sources from which to obtain free toys or books, etc. She states that she does not believe in training or further education for work with children, however, feeling that the caregivers should pick up clues from the children. (This idea is in accordance with her general feelings about formal education.) She is happy with the day care role but would enjoy it more, she feels, if she could live in the country and "raise" the day care children in a rural setting. Although Caregiver D₂ was not specific about his long term goals, one expects they are connected more with the field of music.

It was not surprising, when evaluating the relationship of their feelings about the value of education for themselves and the children to their style of day care, to find that Caregivers D do not operate within the framework of what has been called a "teaching-learning" approach to day care. This is not to say that they do not teach or train the children in valuable, interesting ways by setting an example of living a simple, healthful life, but they reject a teaching model for what one might term the "Mennonite kitchen" type of model, where children gather in the barn or the kitchen to learn from their elders. Differing from Caregiver E's almost totally nurturant approach to day care, Caregivers D might be said to have a "nurturant-apprenticeship" type of approach.

A final note: The observers were investigating the variable of the teaching-learning approach. Other approaches were contrasted with it along a roughly devised continuum. This in no way reflects a negative evaluation of the contrasting settings. The children cared for by Caregivers D and E -- who least utilized the teaching-learning approach -- appeared just as happy and content as those in the other settings, and, in fact, it could be theorized that for some children, to be able to be well taken care of and to feel successful in accomplishing non-intellectual tasks might be very beneficial. Clearly, each of the good homes observed has something to offer children. The challenge is how to make best use of each type of setting for children's differing needs.

APPENDIX C

A COMPARISON OF MRS. A AND MRS. E ON
TWELVE DIMENSIONS OF OCCUPATIONAL SELF-CONCEPT

Appendix C

A Comparison of Mrs. A and Mrs. E on
Twelve Dimensions of Occupational Self-concept

Content analysis of the open-ended questionnaire, administered to the day-care givers, was conducted on twelve dimensions pertaining to occupational self-concept. A comparison of Mrs. A's and Mrs. E's responses to questions on each of the twelve dimensions follows.

1. Manner of becoming involved in day care

Mrs. A: Had been working in a nursery and did not approve of the director and program in terms of how it affected the children. Thus, her manner of becoming involved was inner-directed.

Mrs. E: A woman asked her to care for her child. Thus, her manner of becoming involved was initiated by someone else.

2. Previous and continuing education and training

Mrs. A: Completed high school, is taking courses in early childhood at a junior college and plans to obtain A.A. degree, attends workshops such as those sponsored by CAEYC.

Mrs. E: Some high school, worked in an old age home for a short time, does not intend to pursue any program of formal education or day care training.

3. Manner of advertising services and obtaining children

Mrs. A: Has designed and printed a one page description of her program which has a picture of a day care child actively playing in her basement. This "ad" is posted in pediatrician's offices and community centers. She also advertises in weekly community newsletters. Unlike Mrs. E, she feels it is not a good policy to take care of a friend's or neighbor's child.

Mrs. E: Informally, through friends and neighbors. Does not advertise.

4. Perception of parental role and knowledge

Mrs. A: Says she cares for the child in the same way as parents do and tries to duplicate home behavior, reinforcing positive behavior. She does feel that sometimes this is lacking at home. Also, she feels that the parents main concern is how the child likes the caregiver's home. The only difference between parents in terms of their concerns about children is that fathers are usually more interested in boys.

Mrs. E: Feels sometimes parents are too concerned about themselves. Says she doesn't care for child in the same way as parents do but uses "discipline." Her perception is that parents are often "too easy" on their children (mothers are more casual toward children than fathers), although she encourages the children to be independent.

5. ~~Manner~~ and type of reporting on child's behavior and progress to parent

Mrs. A: Reports for about 30 minutes, once a month, on the child's progress, problems (asks about their occurrence and relation to home events), otherwise, primarily speaks to them about a child's problem or preparation needed for a special activity.

Mrs. E: Gives no special report but talks informally when parent picks up the child, mainly about such topics as the child's bowels, health, sleeping.

6. Description of program given to new parent

Mrs. A: On the phone, obtains specific information such as description of child, reasons for needed care and sets up date for parent and child interview. Assesses child's developmental level (uses the Denver Schedule which she has memorized) and language, gives parent letterhead explaining program and explains to parent method of collecting money (the beginning of the week, on Monday).

Mrs. E: Shows parent license, tells about her family and asks about their background (says their level of work is important), explains her system of discipline (spanks child) and tells them she likes a clean child and change of clothes for child.

7. Method of planning and scheduling activities

Mrs. A: Prepares for next day the night before. Schedules activities for the week and if children don't respond, she changes them.

Mrs. E: Mealtimes are generally fixed.

8. Stated feelings about her occupation

Mrs. A: Feels it is rewarding no matter what kind of child she has. Says "the greatest thing is when you work with child for at least two or three months and see progress." States she could work full time in a center but is much happier here - "Time is your own, can do more things in depth with fewer children."

Mrs. E: Views it as a "job" stresses the routine, orderly aspects of the job which she likes.

9. Recommendation of her job to others and to whom

Mrs. A: Recommends her occupation to those who like working with children, likes a small setting. For these persons, "it's a good way to make money."

Mrs. E: Recommends her job to "those who take it as a job."

10. Plans to stay in this profession

Mrs. A: Yes.

Mrs. E: She wasn't sure. Says she "needs to keep busy" and would work with the church or on the school board if she wasn't doing this.

11. Long-term professional goals

Mrs. A: Would like to get involved in crafts in hospitals or rehabilitation centers or with older children (if summer enrollment is low) in afternoons.

Mrs. E: None.

12. Perceived need for supportive services

Mrs. A: A better system of getting information about her own program and others to the media, a waiting list, "need for a better way of making yourself known for a half-day program."

Mrs. E: To find out what other day care mothers are doing.

APPENDIX D

**EDUCATIONAL SERVICES FOR HOME DAY CARE SUBPROFESSIONALS:
PROJECT SUMMARY**

Appendix D
Educational Services For Home Day Care Subprofessionals

College of Education
Roosevelt University

Project Directors:
Janice Colbert
Marci Enos

PROJECT SUMMARY

The purpose of this project is to design and implement an educational delivery system for women employed as subprofessionals in home day care for young children. Home day care typically refers to the care of children in the caregiver's home for a fee and is estimated to provide between 75-90% of the out-of-home non-relative care for children under twelve years of age in the United States. The program is intended to facilitate the educational development, career opportunities and self realization of women engaged in home day care, who typically represent the lower income groups. Approximately 25 home day caregivers from the Chicago metropolitan area will be selected. It is hoped that both licensed and unlicensed day care homes will be involved in the program.

The project is divided into four phases: planning, development, implementation and evaluation. Phase I is concerned with selecting the sample and developing appropriate needs assessment; Phase II is concerned with determining the educational needs of home day caregivers by observations and interviews and developing an educational project services program consistent with their needs; Phase III will establish a communications network and offer a bi-weekly project services training program for the home day caregivers; Phase IV is the final evaluation component. The duration of the project will be July, 1975 through June, 1976.

The specific objectives of the Project Services Program are: 1) to increase the caregivers' understanding and knowledge of child growth and development; 2) to increase the caregivers' understanding of the types and use of activities and materials appropriate for use with young children; 3) to enhance the career awareness and occupational self-concept of the caregivers; and 4) to provide a setting which enables day caregivers to exchange information and ideas among themselves. These objectives will be accomplished by means of a six month series of bi-weekly workshops conducted at Roosevelt University, a toy and book lending library, and a monthly newsletter established by the caregivers.